**The Personal and Organizational Competences of the Selected Department Heads
Of the University of Perpetual Help System Laguna**

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Abstract

This paper aims to determine the personal and organizational competencies of the thirty four (34) selected department heads of UPHSL related to their organizational effectiveness towards their respective department.

The competencies of the selected department heads were likewise categorized in two parts, namely: Personal Competencies (Professional Technical Skills and Human Relations Skills) and the Organizational Competencies (Leadership Skills, Directness of Institutional Goals, Organizational Structure and System, and Organizational Identity.

Keywords: Personal and Organizational Competencies

Introduction

One of the most significant aspects of management in today's setting is their concern for the organization's commitments and services which usually based on the company objectives. Presently we have been characterized by change in a way of doing things, changing the people lifestyle, practices, styles, values and more over the change in the management of the educational system here and abroad. The ability to adapt and develop has become an important factor for companies in today's business environment characterized by continuous change. It is now enhanced by the reality that organizations continuously increases in sizes in the variety of their influence and goals and targets likewise to the vision and mission of the institution.

Organization stir different motivation through the changes in structure, philosophy, goals and objectives, the Vision and Mission and principles they planned are just some of the changes that precisely occur. The application of scientific knowledge (technology) to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment using high-tech machines as well as automation emerging in the modern world. Lecture hall and other facilities becomes more systematized with the presence of computer and other gadgets.

Changes can be implemented in various organizations by specifically paying attention to learning and knowledge creation and competence development. Organizations must also ensure that individuals improve their technical know-how and skills in a way that supports the overall goals of the organization. People in the organization are the ones that play a part in the organizational environment, and/or all the interested parties in their results, interacting with organizational information system. They have insights and intelligence that can see the relationship between facts so there is a need for people to come up in action with the new systematic way or developments. As much as possible to come up with advance and innovations using the resources or technology to have their work effectively and efficiently. Nevertheless, machine can never take the place to replace human resources.

With this, the study sought to answer the following questions: How the department heads assess their competencies in terms of the following: 1) Personal Competencies for Professional Technical Skills & Human Relations Skills. 2) How they assess their organizational competencies such as: Leadership Skills, Directness of Institutional Goals, Organizational Structure & Systems and Organizational Identity then 3) Is there a significant relationship between the respondents organizational competencies?

In every organization the important aspect is the human resources development where the function usually focuses on the recruitment of, management of, and providing direction for the people who work in an organization. Human resource development includes training an individual after he/she is first hired, providing opportunities to learn new skills, distributing resources that are beneficial for the employee's tasks, and any other developmental activities (Heathfield, 2017). Human resource management is a strategic approach to managing employment relation which emphasizes that leveraging people capabilities is critical to gain sustainable competitive advantage, this being achieved via a distinctive set of integrated employment policies, programs and practices (Bratton & Gold, 2012) and,

the job of human resources management is to hire the best and most capable individuals in terms of job performance (Carley, 2013).

Quality education enables people to develop all of their attributes and skills to achieve their potential as human beings and members of society. Quality education and production demand that personal and organizational competencies be prominent in the characteristics of school heads. They should do well to their work in leading their department so that the best outputs may start from them and that an organizational effectiveness is applied and captures organizational performance.

Personal and organizational competencies are two capabilities that are necessary in the achievement of goals and objectives in every organization. Personal competence reflected in the way that one handles his/her skills and experiences in performing the functions with a decision making. Personal competence constitutes part of a person's total professional competence together with theoretical knowledge and vocationally specific skills (Skau 2005). It is not easy to define personal competence precisely, because it is experience-based and unique. It is by working with patients in the practical setting that one becomes emotionally touched, thus developing as both a professional and as a human being. These competencies need to be consistently utilized in recruiting, selecting, rewarding and training employees (ADMU, 2013).

It explores the kinds of competence that are needed if our society is to survive the impending environmental and social collapse. Competence in the Learning Society makes a case for a renewed understanding of competence which is not only about doing a job effectively, but ensuring the job is making an effective contribution by going beyond its boundaries and influencing the system in which it operates (Raven & Stephenson, 2001). Organizational competencies are often thought to be simply

employee skills rather than the compelling cross-company core competencies that drive integrated business execution and management alignment (Coates, 2016).

Understanding these competencies will help me become a better manager because I know I possess different skills that allow me to keep workers motivated, stay on task with a minimal amount of distractions, and make sure they have tools needed to meet the organizations goals (Eden, 2013). Rothwell (2002) explains that there are core competencies that are required of all workers. This would include knowledge, skills and abilities (commonly referred to as KSAs). HRD literature was more concerned with developing highly transferable generic competences that are required for most jobs or particular occupations or job roles (Le Deist & Winterton, 2005).

Competency management is a basic requirement for organizations in this day and age, it supports any organization from other organizations, which require development through a number of policies and strategies to be followed and the work to help improve the performance of staff as appropriate to gain access to a set of ideas and solutions (Katawneh & Osman, 2014). Today's environment challenges have imposed on the improvements organizations not only for competition, but in order to keep going and stay in the market (Jabbouri & Zahari, 2014).

Competency-based approaches using information and communication technologies have been the main solution of the organization's expectations in all fields (public and private) to increase the products' quality and employees' capacity (El Asame, Amal & Wakrim, 2018). The trend to use competency-based approaches in education and training, assessment, and development of workers has experienced a more recent emergence (Winterton & Delamare, 2005). The competencies, attributes, and values of local government administrators are relevant in promoting good governance, Torneo, A.R., Malbarosa A., & Espiritu L. (2015).

An efficient organization keeps into focus the competencies on performance development which enables its employees to align their individual performance with values and strategy while maximizing the individual performance in the pursuit of specific work-related objectives and behaviours. Organizational competencies, in the most general terms, are those 'things' which the employees of the organization are to demonstrate to be effective in their job, role, function, task, or duty.

Managers also have to come up with changes and must improve their personal and organizational competencies. Leaders must actively involve the people most affected by the change in its implementation. Lawrence (2018) Leading Change provides the practical framework that allows leaders to actively engage with a complex adaptive system to bring about successful organizational change. This will help ensure employees at all levels of the organization embrace the proposed changes Rutledge, Lemire & Mowdood (2015). He further says, Managing change in today's organizations is not getting any easier. However, doing it well is the new imperative. For companies to survive and strive in today's competitive environment, they will need to change quickly and successfully.

Managerial competencies are the needed skills, knowledge and attributes to perform managerial tasks effectively and efficiently with readiness and dexterity for all professions (Sa'ari, Jali & Adenan, 2014). The skills and competencies needed by future business leaders are changing (Abella, 2013). In recent years, it has become more and more important to recognize people's characteristics which are no longer "immutable". Hence the path followed with competences, the approach in the organizational world called "the competence based approach". "Employability" highlights a critical point emerging right at the time when the deterministic and mechanistic approach, typical of the traditional job market's "demand-offer" relationship must give way to better differentiated approaches, in which symbolic, cultural, social and value variables are becoming fundamental.

The advancement of science and technology need and require multifarious skills to meet the modern equipment making their work no longer casual but more accurate one. Ramey (2012) says, our personal life is highly dependent on the technology that people have developed. Technology has advanced with years and it has changed the way we purchase products, the way we live, the way we communicate, the way we travel, the way we learn and so many changes have been brought about by these continuous technological advancements.

Methods

The researcher utilized the descriptive correlation method of research to bring the research to its proper goal with a discussion of the method of research, the respondents of the study and their method of selection, the different sources of data on the questionnaires that were constructed to gather date and the statistical techniques used for data interpretation. The study deals with what are prevailing particularly on the variables of personal competencies of the selected department heads of the University of Perpetual Help System Laguna (UPHSL) towards the organizational competences variables.

The study is also an effective assessment study since it determines the impersonations of the respondents on their work environment factors, personal and organizational competencies as well as organizational competencies and their contribution to organizational effectiveness in the institution. The researcher gather the information using questionnaire.

The respondents of the study were the selected heads of the different department of the University of Perpetual Help System Laguna. A decisive sample of thirty four (34) were considered.

The researcher utilized a set of questionnaire with two parts, namely: !) Personal Competencies with the two components: a) Personal Technical Skills & b) Human Relation Skills and the 2) Organizational Competencies with four components: a) Leadership Skills, b) Directness of Institutional Goals, c) Organizational Structure System & d) Organizational Identity.

Options to the items of the questionnaire were arranged in a Likert Scale for all the pointers of the two parts with the corresponding assigned points as follows: To a very great extent (5) To a great extent (4) To a moderate extent (3) To a little extent (2) To a very little extent (1).

Results and Discussion

Table 1
**Personal Competencies of Selected Department Heads
in terms of Professional Technical Skills**

Indicators	Weighted Mean	Interpretation	Rank
1. Make timely and sound decisions.	4.24	To a great extent	6.5
2. Delegate decision to lower level.	3.91	To a great extent	10
3. Give assignment with clearly set directions.	4.47	To a great extent	2
4. Set priorities in the accomplishments of the plans & programs of the School.	4.53	To a very great extent	1
5. Build effective teams committed to achieve organizational goals.	4.38	To a great extent	3
6. Provide challenging assignments & manage the implementation effectively.	4.18	To a great extent	8
7. Establishes groups to work projects with others.	4.24	To a great extent	6.5
8. Clarity steps and procedures to accomplish necessary tasks.	4.26	To a great extent	5
9. Keeps notes on accomplishments and difficulties.	4.15	To a great extent	9
10. Review and summarize accomplishments.	4.29	To a great extent	4
Average Weighted Mean	4.26	To a great extent	

Table 1, Indicator 1 which state "Make timely and sound decisions" obtained a weighted mean of 4.24, interpreted as "to a great extent" and was ranked 6.5th. Indicator 2 which state "Delegate decision to lower level" obtained a weighted mean of 3.91, interpreted as "to a great extent" and was ranked 10th. Indicator 3 which state "Give assignment with clearly set directions" obtained a weighted mean of 4.47, interpreted as "to a great extent" and was ranked 2nd. Indicator 4 which state "Set priorities in the accomplishments of the plans & programs of the School" obtained a weighted mean of 4.53, interpreted as to a very great extent" and was ranked 1st. Indicator 5 which state "Build effective teams committed to achieve organizational goals" obtained a weighted mean of 4.38, interpreted as "to a great extent" and was 3rd. Indicator 6 which state "Provide challenging assignments & manage the implementation effectively" obtained a weighted mean of 4.18 interpreted as "to a great extent" and was ranked 8th. Indicator 7 which state "Establishes groups to work projects with others" obtained a weighted mean of 4.24, interpreted as "to a great extent" and was ranked 6.5th. Indicator 8 which state "Clarity steps and procedures to accomplish necessary tasks" obtained a weighted mean of 4.25, interpreted as "to a great extent" and was ranked 5th. Indicator 9 which state "Keeps notes on accomplishments and difficulties" obtained a weighted mean of 4.15, interpreted as "to a great extent" and was ranked 9th. Indicator 10 which state "Review and summarize accomplishments" obtained a weighted mean of 4.29, interpreted as "to a great extent" and was ranked 4th. The average weighted mean of table 1 was 4.26, interpreted as "to a great extent".

Table 2
**Personal Competencies of Selected Department Heads
in terms of Human Relation Skills**

Indicators	Weighted Mean	Interpretation	Rank
1. Get along with others in the work place.	4.56	To a very great extent	1.5
2. Maintain pleasant and harmonious relationship with peers and subordinates.	4.53	To a very great extent	3
3. Bear the shortcomings of others.	3.94	To a great extent	10
4. Avoid conflict and difficulties with personal relations.	4.29	To a great extent	6
5. Give respect to peers and subordinates.	4.56	To a very great extent	1.5
6. Do not intentionally hurt the feelings of others.	4.47	To a great extent	4
7. Remain calm in times of stress and anxiety.	4.32	To a great extent	4

Indicators	Weighted Mean	Interpretation	Rank
8. Affirm the worth of others.	4.26	To a great extent	7.5
9. Can assert opinion creatively.	4.26	To a great extent	7.5
10. Can express anger positively.	3.97	To a great extent	9
Average Weighted Mean	4.32	To a great extent	

Table 2 shows the following: Indicator 1 which state "Get along with others in the work place" obtained a weighted mean of 4.56, interpreted as "to a very great extend" and was ranked 1.5th. Indicator 2 which state "Maintain pleasant and harmonious relationship with peers and subordinates" obtained a weighted mean of 4.53, interpreted as "to a very great extent" and was ranked 3rd. Indicator 3 "Bear the shortcomings of others" obtained a weighted mean of 3.94, interpreted as "to a great extent" and was ranked 10th. Indicator 4 which state "Avoid conflict and difficulties with personal relations" obtained a weighted mean of 4.29, interpreted as "to a great extent" and was ranked 6th. Indicator 5 which state "Give respect to peers and subordinates" obtained a weighted mean of 4.56, interpreted as "to a very great extend" and was ranked 1.5th. Indicator 6 which state "Do not intentionally hurt the feelings of others" obtained a weighted mean of 4.47, interpreted as "to a great extent" and was ranked 4th. Indicator 7 which state "Remain calm in times of stress and anxiety" obtained a weighted mean of 4.32, interpreted as "to a great extent" and was ranked 4th. Indicator 8 which state "Affirm the worth of others" obtained a weighted mean of 4.26, interpreted as "to a great extent" and was ranked 7.5th. Indicator 9 which state "Can assert opinion creatively" obtained a weighted mean of 4.26, interpreted as "to a great extent" and was ranked 7.5th. Indicator 10 which state "Can express anger positively" obtained a weighted mean of 3.97, interpreted as "to a great extent" and was ranked 9th. The average mean of table 2 was 4.32 interpreted as "to a great extent".

Table 3
**Organizational Competencies of Selected Department Heads
in terms of Leadership Skills**

Indicators	Weighted Mean	Interpretation	Rank
1. Possess enough knowledge and mastery of the work to be done.	4.35	To a great extent	6
2. Can impart of my co-employee in an efficient manner for work to be done.	4.32	To a great extent	7.5
3. Stir the interest of my co-employee in the work to be done.	4.26	To a great extent	10
4. Divide the task in such manner to stimulate the utmost effort and productivity.	4.29	To a great extent	9

5. Take full responsibility for the work assigned to me.	4.62	To a very great extent	1
6. Maintain good relations between management, employees, public and institution.	4.53	To a very great extent	2
7. Encourage my peers and employees to contribute & participate in problem solving and decision making.	4.32	To a great extent	7.5
8. Impart among subordinates the idea of collective efforts and teamwork to be more productive.	4.44	To a great extent	4
9. Do not mind working overtime when it is necessary.	4.38	To a great extent	5
10. Identify solutions to school problems and plan to choose alternatives over issues affecting school.	4.48	To a great extent	3
Average Weighted Mean	4.39	To a great extent	

Table 3 shows the following: Indicator 1which state "Possess enough knowledge and mastery of the work to be done" obtained a weighted mean of 4.35, interpreted as "to a great extent" and was ranked 6th. Indicator 2 which state "Can impart of my co-employee in an efficient manner for work to be done" obtained a weighted mean of 4.32, interpreted as "to a great extent" and was rankedv7.5th. Indicator 3 which state "Stir the interest of my co-employee in the work to be done" obtained a weighted mean of 4.26, interpreted as "to a great extent" and was ranked 10th. Indicator 4 which state "Divide the task in such manner to stimulate the utmost effort and productivity" obtained a weighted mean of 4.29, interpreted as "to a great extent" and was ranked 9th. Indicator 5 which state "Take full responsibility for the work assigned to me" obtained a weighted mean of 4.62, interpreted as "to a very great extent" and was ranked 1st. Indicator 6 which state "Maintain good relations between management, employees, public and institution" obtained a weighted mean of 4.53, interpreted as "to a very great extent and was ranked 2nd. Indicator 7 which state "Encourage my peers and employees to contribute & participate in problem solving and decision making" obtained a weighted mean of 4.32, interpreted as "to a great extent and was ranked 7.5th. Indicator 8 which state "Impart among subordinates the idea of collective efforts and teamwork to be more productive" obtained a weighted mean of 4.44, interpreted as "to a great extent and was ranked 4th. Indicator 9 which state "Do not mind working overtime when it is necessary" obtained a weighted mean of 4.38, interpreted as "to a great extent" and was ranked 5th. Indicator 10 which state "Identify solutions to school

problems and plan to choose alternatives over issues affecting school" obtained a weighted mean of 4.48, interpreted as "to a great extent and was ranked 3rd. Average weighted mean was 4.39 interpreted as "to a great extent.

Table 4
**Organizational Competencies of Selected Department Heads
in terms of Directness of Institutional Goals**

Indicators	Weighted Mean	Interpretation	Rank
1. Know very well the Vision-Mission and goals of the university.	4.50	To a great extent	2.5
2. Agree with the clear statement of the Vision-Mission and well disseminated in the organizations.	4.38	To a great extent	8
3. Prepare my general objective in my work in consonance with the Vision-Mission of the university.	4.38	To a great extent	8
4. Believes that the Vision-Mission helps in the preparation of well-planned goals and objectives of the university.	4.38	To a great extent	8
5. Understand the Vision-Mission gives proper direction to the management in preparation of the goals and objectives.	4.38	To a great extent	8
6. Understand the benefits of the Vision-Mission.	4.38	To a great extent	8
7. Cooperate in any activities that support the Vision-Mission of the university through orientation or any activities.	4.50	To a great extent	2.5
8. Make that everyone in the organization are well aware about the relevance of the Vision-Mission.	4.44	To a great extent	4.5
9. Do quality work that support the Vision-Mission.	4.44	To a great extent	4.5
10. Make continuous improvement that gives overall satisfaction.	4.53	To a very great extent	1
Average Weighted Mean	4.43	To a great extent	

Table 4 shows the following: Indicator 1 which state "Know very well the Vision-Mission and goals of the university" obtained a weighted mean of 4.50, interpreted as "to a great extent" and was ranked 2.5th. Indicator 2 which state that "Agree with the clear statement of the Vision-Mission and well disseminated in the organizations" obtained a weighted mean of 4.38, interpreted as "to a great extent" and was ranked 8th. Indicator 3 which state "Prepare my general objective in my work in consonance with the Vision-Mission of the university" obtained a weighted mean of 4.38, interpreted as "to a great extent" and was ranked 8th. Indicator 4 which state "Believes that the Vision-Mission helps in the

preparation of well-planned goals and objectives of the university" obtained a weighted mean of 4.38, interpreted "to a great" and was ranked 8th. Indicator 5 which state "Understand the Vision-Mission gives proper direction to the management in preparation of the goals and objectives" obtained a weighted mean of 4.38, interpreted as "to a great extent" and was ranked 8th. Indicator 6 which state "Understand the benefits of the Vision-Mission" obtained a weighted mean of 4.38, interpreted as "to a great extent" and was ranked 8th. Indicator 7 which state "Cooperate in any activities that support the Vision-Mission of the university through orientation or any activities' obtained a weighted mean of 4.50, interpreted as "to a great extent" and was ranked 2.5th. Indicator 8 which state "Make that everyone in the organization are well aware about the relevance of the Vision-Mission' obtained a weighted mean of 4.44, interpreted as "to a great extent" and was ranked 4.5th. Indicator 9 which state "Do quality work that support the Vision-Mission" obtained a weighted mean of 4.44, interpreted as "to a great extent" and was ranked 4.5th. Indicator 10 which state "Make continuous improvement that gives overall satisfaction" obtained a weighted mean of 4.53, interpreted as "to a very great extent" and was ranked 1st. The average weighted mean of table 4 was 4.43, interpreted as 'to a great extent.

Table 5
**Organizational Competencies of Selected Department Heads
in terms of Organizational Structure and System**

Indicators	Weighted Mean	Interpretation	Rank
1. Support the implementation of the organizational chart of the university.	4.41	To a great extent	2.5
2. Accept the role descriptions, duties, and functions specified for personnel in organizational chart.	4.44	To a great extent	1
3. Understand that standards and procedures are maintained in the organizational structure.	4.41	To a great extent	2.5
4. Can identify key positions and line of authority in the organizational structure.	4.32	To a great extent	6.5
5. Completely agree with the organizational structure and systems of the university.	4.26	To a great extent	9
6. Understand that the organizational systems procedures are in place to meet the needs of the school in fulfilling its mission.	4.35	To a great extent	4
7. Act in harmony in line with the institutional ultimate goals.	4.32	To a great extent	6.5
8. Observe everyone doing their own work & coordinating with others	4.32	To a great extent	6.5

for proper synchronization in the operation of the school.			
9. Helps others resolve complex or sensitive disagreements & conflicts.	4.24	To a great extent	10
10. Influences others to act in support to programs or any school activities.	4.32	To a great extent	6.5
Average Weighted Mean	4.34	To a great extent	

Table 5 shows the following: Indicator 1 which state "Support the implementation of the organizational chart of the university" obtained a weighted mean of 4.41, interpreted as "to a great extent" and was ranked 2.5th. Indicator 2 which state "Accept the role descriptions, duties, and functions specified for personnel in organizational chart" obtained a weighted mean of 4.44, interpreted as "to a great extent" and was ranked 1st. Indicator 3 which state "Understand that standards and procedures are maintained in the organizational structure" obtained a weighted mean of 4.41, interpreted as "to a great extent" and was ranked 2.5th. Indicator 4 which state "Can identify key positions and line of authority in the organizational structure" obtained a weighted mean of 4.32, interpreted as "to a great extent" and was ranked 6.5th. Indicator 5 which state "Completely agree with the organizational structure and systems of the university" obtained a weighted mean of 4.26, interpreted as "to a great extent" and was ranked 9th. Indicator 6 which state "Understand that the organizational systems procedures are in place to meet the needs of the school in fulfilling its mission" obtained a weighted mean of 4.35, interpreted as "to a great extent" and was ranked 4th. Indicator 7 which state "Act in harmony in line with the institutional ultimate goals" obtained a weighted mean of 4.32, interpreted as "to a great extent" and was ranked 6.5th. Indicator 8 which state "Observe everyone doing their own work & coordinating with others for proper synchronization in the operation of the school" obtained a weighted mean of 4.32, interpreted as "to a great extent" and was ranked 6.5th. Indicator 9 which state "Helps others resolve complex or sensitive disagreements & conflicts" obtained a weighted mean of 4.24, interpreted as "to a great extent" and was ranked 10th. Indicator 10 which state "Influences others to act in support to programs or any school activities" obtained a weighted mean of 4.32, interpreted as "to a great extent" and was ranked 6.5th. The average weighted mean of table 5 was 4.34 interpreted as "to a great extent".

Table 6
Organizational Competencies of Selected Department Heads
in terms of Organizational Identity

Indicators	Weighted Mean	Interpretation	Rank
1. Abide to follow all plans, programs and any activities of the school.	4.47	To a great extent	2
2. I am obliged to follow the Vision-Mission, goals and objectives of the school.	4.41	To a great extent	7.5
3. I am part of the school being a community of learning.	4.44	To a great extent	4.5
4. It is my duty to help in the achievement of the school's goals and objectives.	4.44	To a great extent	4.5
5. Identify with the school with a great deal, pride, and honor.	4.41	To a great extent	7.5
6. I will be motivated we4ll with the goals and objectives.	4.50	To a great extent	1
7. My knowledge, attitudes and behaviour regarding the organizational objectives will positively influence organizational identification.	4.32	To a great extent	10
8. My length of tenure has a positive influence on the organizational identity.	4.38	To a great extent	9
9. Stand that the school produces valuable outputs (graduates).	4.44	To a great extent	4.5
10. Stand up and defend the school if I hear derogatory remarks against the school.	4.44	To a great extent	4.5
Average Weighted Mean	4.43	To a great extent	

Table 6 shows the following: Indicator 1 which state "Abide to follow all plans, programs and any activities of the school" obtained a weighted mean of 4.47, interpreted as "to a great extent" and was ranked 2nd. Indicator 2 which state "I am obliged to follow the Vision-Mission, goals and objectives of the school" obtained a weighted mean of 4.41, interpreted as "to a great extent" and was ranked 7.5th. Indicator 3 which state "I am part of the school being a community of learning" obtained a weighted mean of 4.44, interpreted as "to a great extent" and was ranked 4.5th. Indicator 4 which state "It is my duty to help in the achievement of the school's goals and objectives" obtained a weighted mean of 4.44, interpreted as :to a great extent" and was raked 4.5th. Indicator 5 which state "Identify with the school with a great deal, pride, and honor" obtained a weighted mean of 4.41, interpreted as "to a great extent" and was ranked 7.5th. Indicator 6

which state "I will be motivated we4ll with the goals and objectives" obtained a weighted mean of 4.50, interpreted as "to a great extent" and was ranked 1st. Indicator 7 which state My knowledge, attitudes and behaviour regarding the organizational objectives will positively influence organizational identification" obtained a weighted mean of 4.32, interpreted as "to a great extent" and was ranked 10th. Indicator 8 which state "My length of tenure has a positive influence on the organizational identity" obtained a weighted mean of 4.38, interpreted as "to a great extent" and was ranked 9th. Indicator 9 which state "Stand that the school produces valuable outputs (graduates)" obtained a weighted mean of 4.44, interpreted as "to a great extent" and was ranked 4.5th. Indicator 10 which state "Stand up and defend the school if I hear derogatory remarks against the school" obtained a weighted mean of 4.44, interpreted as "to a great extent" and was ranked 4.5th. The average weighted mean of table 6 was 4.43, interpreted as "to a great extent".

Relationship Between the Personal and Organizational Competencies of Selected Department Heads

Table 7
Relationship Between the Personal Competencies of Selected Department Heads in terms of Professional Technical Skills and their Organizational Competencies

Organizational Competencies	Pearson r	p value	Interpretation
Leadership Skills	0.758	0.000	Significant
Directness of Institutional Goals	0.789	0.000	Significant
Organizational Structure and System	0.723	0.000	Significant
Institutional Identity	0.721	0.000	Significant

0.01 level of significance

Table 7 shows the relationship of the selected heads in terms of Personal Competencies with regards to their professional technical towards their organizational competencies to the following: a) leadership skills with a Pearson r of 0.758, b) directness of institutional goals with a Pearson r of 0.789 c) organizational structure and system with a Pearson r of 0.723, d) institutional identity with a Pearson r of 0.721 all with a P value of 0.000 where all are with significant interpretation.

**Relationship Between the Personal Competencies of Selected Department
Heads in terms of Human Relations Skills
and their Organizational Competencies**

Table 8

Organizational Competencies	Pearson r	p value	Interpretation
Leadership Skills	0.867	0.000	Significant
Directness of Institutional Goals	0.814	0.000	Significant
Organizational Structure and System	0.727	0.000	Significant
Institutional Identity	0.795	0.000	Significant

0.01 level of significance

With regards to their human relation skills in connection to their organizational competencies to the following: a) leadership skills obtained a Pearson r of 0.867, b) directness of institutional goals obtained a Pearson r of 0.814, c) organizational structure and system obtained a Pearson r of 0.727, d) institutional identity obtained a Pearson r of 0.795 both are with p value of 0.000 and all with significant interpretation as seen in table 8.

Conclusions

In the light of the above findings of the study, the following conclusions are hereby given:

Assessment showed that the selected heads (respondents) of the study were generally virtuous in doing their tasks and seen their profound interest in managing their people. They really showed their awareness, expertize in prioritizing the plans, programs and goals. Likewise, the selected heads showed more strength on human relations skills than in professional technical skills with their ability and strength in both task and human relations abilities.

The selected heads assessment on their organizational competencies to the following: a) leadership skills, b) directness of institutional goals, c) organizational structure and systems, d) organizational identity. All computed correlation coefficient were positively high and showed their substantiation of organizational effectiveness by having motivated staff/personnel in their respective department.

There is a significant relationship between personal and organizational competencies as their professional technical and human relation skills are quite superior that leads them to be effective with their awareness on the key performance needed by the institution seen in the organizational competencies.

Future Directions

With these, based on the above findings and conclusion of the study, the following recommendations are hereby given: More personal variables must be collected to understand and know more the heads profile such us field of specialization, seminar and similar orientations for administrative work. Being a leader, heads should be more creative and or innovative arousing personnel interest and the community.

As a superior, they must maintain a support and encourage their personnel to participate community affairs or school activities. Be allowed also to attend and or participate seminar for further professional growth for additional skills and human relations. They must find ways or solicit something to sustain the motivation of their personnel likewise for everyone in the community.

Lastly, they may think and develop further organizational identity values or commitment, quality of work and team cohesiveness which lend much to organizational effectiveness that leads to the

continuous operation and success of the company they are working with, the University of Perpetual

Help System of Laguna.

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